a. F. B. Recd Nov. 27, 1925

TWENTY-FIRST
BIENNIAL REPORT

OF THE

WISCONSIN SCHOOL FOR THE BLIND

FOR THE

Biennial Period Ending June 30
1924

Institution Located at
JANESVILLE, WISCONSIN

Being Part of the Biennial Report of the State Board
of Control of Wisconsin

1796

TWENTY-FIRST BIENNIAL REPORT

OF THE

WISCONSIN SCHOOL FOR THE BLIND

JANESVILLE, WISCONSIN

FOR THE

BIENNIAL PERIOD ENDING JUNE 30, 1924

OFFICERS

JUNIUS T. HOOPER.....Superintendent and Steward
KATHERINE ANDERSON.....Assistant Steward
MARJORIE SEATON.....Matron
CORNELIA PEASLEE.....Boys' Supervisor
HARRIET PARISH.....Girls' Supervisor
MINTA A. JONES.....Kindergarten Supervisor
M. A. MCGALLOWAY.....Field Worker
MINNIE WAHLERS.....Usher
MARY O'BRIEN.....Office Assistant
FLORENCE MCKINNAN.....Librarian

INSTRUCTORS

E. G. BUCK—Principal

Literary Department

E. G. BUCK.....High School
BERTHA BLEEDORN.....High School
SUSAN MURPHY.....Grammar Grades
CATHERINE S. HOOPER.....Intermediate Grades
HELEN S. TUTTLE.....Primary Grades
TOMSYNA CARLYLE.....Primary Grades
ROBERT GODFREY.....Typewriting
MAY L. FERSON.....Kindergarten
CLARA RAUSCH.....Cadet

Musical Department

ANNA K. MEANS.....Piano and Pipe Organ
LAURA ENGLESON.....Piano
ENID MORGAN HOYER.....Vocal
HERBERT ADAMS.....Orchestra

Industrial Department

BERT VELDHUIZEN.....Weaving
FRED C. HOYER.....Tuning
FRED M. BARNETT.....Caning, Basketry, and Hammocks
L. G. MCCULLOCH.....Boys' Supervisor and Brooms

Home Economics Department

MARTHA WHITHAM.....Domestic Science
GERTRUDE LINEHAN.....Assistant Domestic Science

Physical Department

MARY CUNNINGHAM.....Director

Opened 1849

Capacity, 75 Male, 65 Female, Total, 140

New students admitted, 1923—23, 1924—15.
Average daily enrollment, 1923—118, 1924—110.
Average number of officers and employes, 1923—60, 1924—61.
Average number of pupils per employe, 1923—.2, 1924—1.8.
Net operation and maintenance expenses, 1923—$103,643.03, 1924—$98,177.80.
Per capita cost per week, 1923—$16.89, 1924—$17.16.
Capital expenditures, 1923—$4,504.69, 1924—$3,477.03.
Acreage, 107 acres, of which 97 are tillable.
Farm products consumed, 1923—$5,877.49, 1924—$5,346.28.

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SUPERINTENDENT'S REPORT

TO THE HONORABLE STATE BOARD OF CONTROL OF WISCONSIN:

I herewith submit the Twenty-first Biennial Report of the Wisconsin School for the Blind for the two years ending June 30, 1924.

This year completes three-quarters of a century of the Wisconsin School for the Blind. It is fitting, therefore, that a brief history of the institution for these 75 years be incorporated in this report.

The Wisconsin School for the Blind was established by a public meeting held August 27, 1849, in the Courthouse at the then village of Janesville, where a private subscription of $430 was raised for the purpose of founding a school for the instruction of blind persons resident in Wisconsin, and the purchase of necessary apparatus for the instruction of such persons. The school was opened in November of that year in a house owned by Capt. Ira Miltimore on the north bank of the Rock River near what is now known as Monterey Bridge.

Mr. J. T. Axtel, a graduate of the Ohio Institute for the Education of the Blind, was the first principal. In the February following the school was taken to Madison, where an exhibition of progress and methods of instruction was given before the legislature then in session. The legislature was so impressed that on the following morning it passed, under suspension of the rules, an act incorporating the school. The first section of this act named A. Hyatt Smith, Hiram Foote, Ira Miltimore, Levi Aklen, Jeremiah C. Fairchild and Wm. A. Barstow as trustees and gave them corporate powers.

[redacted]

"The school shall be continued in or near Janesville and the corporation shall, as early as practical, purchase a suitable lot of ground containing not less than ten acres nor more than twenty acres and proceed to erect thereon suitable buildings and make such improvements are are necessary for the school."

Thus the state of Wisconsin began its broad and liberal policy of special education for those of its citizens handicapped by the loss of one or more of the special senses.

BUILDINGS

In 1850 Mrs. Hunter was appointed matron and the school transferred to her house on Jackson Street, where it continued until June 1, 1852. In the meantime the trustees accepted from Capt. Ira Miltimore a donation of ten acres of ground lying on the south bank of

Rock River within the present limits of the city of Janesville, and about one and a half miles southwest of the potsoffice. Upon this ground the first permanent building of the school was erected. This building proved insufficient and in 1860 it was enlarged. Again in 1867 a larger and a much more permanent structure was erected.

In April, 1874, this building was destroyed by fire. After the fire temporary quarters were occupied until 1876, when the west wing, and in the following year the main part of the present building were finished and occupied. It was not until 1896 that the east wing was built and the main building completed as it now stands.

The main building, together with the west or maids' building, formerly known as the shop, a brick barn, new at the time of the fire, and a separate heating and power plant constituted the group of buildings until 1908, when a music building and natatorium were erected.

In 1915 the north annex of the main building, containing the dining rooms, the kitchens and intermediate boys' dormitory, was built. The kindergarten building was added in 1916, while the greenhouse and several minor farm buildings have been added from time to time. More land has been acquired also at different times until the school now owns 107 acres, and the entire value of improvements and real estate amounts to about $325,000.00.

As might be inferred from the growth of buildings, the number of pupils underwent a very gradual but constant growth from 6 in 1850 to 34 in 1860, 64 in 1870, 89 in 1880, 107 in 1890, 141 in 1900. However, when Prof. A. J. Hutton became superintendent in 1901 a radical change was made in the policy of the institution. Through some misconception of the purpose of the school, the policy of pro-

[redacted]

cation in an institution of this kind, that the enrollment was brought back to that of 1900. Since then the effect of preventive measures has again decreased the attendance. It now averages about 115 to 120 each year.

OFFICIAL MANAGEMENT

The official management of the institution was in a local Board of Trustees until 1881, when it was placed under the charge of the State Board of Supervision of Wisconsin Charitable, Reformatory and Penal Institutions, which in 1891 was changed to the State Board of Control.

The institution has had sixteen different superintendents:

1849	J. T. Axtel
1851	Alexander McDonald
1852	Henry Dutton
April, 1853	C. B. Woodruff
Oct., 1855	P. Lane
1856	W. H. Churchman
1861	Thomas H. Little
1875	Sarah F. C. Little
Sept. 1st to Dec. 1st, 1891	Warren D. Parker
Dec. 1st, 1891	Lynn S. Pease
Sept., 1895	W. F. Bliss
Aug. 1st, 1901	A. J. Hutton
Jan. 1st, 1903	C. R. Showalter
July 1st, 1905	Harvey Clark
Aug. 1st, 1909	Dr. J. F. Brown
Aug. 1st, 1911	J. T. Hooper

The frequent changes in the superintendency have no doubt had their effect upon the progress of the school. While there have been some very capable superintendents, none except Mr. and Mrs. Little and the present incumbent have remained long enough to carry out a consistent policy or give lasting character to the plans they have had for the work.

The original name of the school, the Wisconsin Institution for the Education of the Blind, was changed in 1885 to the Wisconsin School for the Blind. The change was made largely from a desire to emphasize the fact that the institution is a school and not an asylum.

EDUCATIONAL DEVELOPMENT

The growth of the school in its several departments of instruction for the first twenty-five years made little, if any, progress. The courses of study were meagre and the methods of instruction crude and undeveloped. It was not until after the invention of a system of embossed writing and printing that any progress whatever was made in real educational development. About 1870 William B. Waite, of the New York School for the Blind, developed the famous New York Point alphabet, and on August 10, 1871, the convention of the American Association of Instructors of the Blind resolved that the New York Point horizontal alphabet should be taught in all institutions for the education of the blind. The Braille system had also been developed about this time, but on account of the resolution of the superintendents the New York Point system took possession of the field and at once became the alphabet of this and most of the schools for the blind throughout the country. Conflict between the two systems arose and became bitter until in 1918 an agreement was reached on a universal system and now all new books printed at the American Printing House for the Blind are embossed in English or Revised Braille.

In 1878 Congress passed an act providing for the expenditure of $10,000.00 annually for the printing of embossed books and furnishing the same to the different institutions for the blind throughout the

United States. In 1879 the Wisconsin School for the Blind received from the American Printing House for the Blind the first installment of these books as its quota from the Congressional subsidy. From that time on new books have been received until we now have a library of about 4,000 volumes.

With the solution of the problem of textbooks, real progress in school work has been made and the Wisconsin School for the Blind now does the same kind of literary work and accomplishes it with the same independence and efficiency as is done in the ordinary public schools of the state.

The appropriation by Congress has been increased from $10,000.00 to $50,000.00 per year and this, with the addition of subsidies from private sources and the appropriations made by the state legislature, has made it possible for us not only to provide adequate textbooks, but to establish a state library for adults containing practically all the standard literary books of the time.

Introduction of the usable alphabet also made it possible to give definite, practical instruction in music, based on a system of notes even more in detail than that used by seeing people. Music is a great factor in all education, but it is especially so in the training of the blind. The Wisconsin School for the Blind for years has had a strong music course, led by exceptionally musical and well-trained teachers. Its products show efficiency, training and capacity, and in many respects we are exemplifying to the public schools of the state the real educational value of music properly taught.

From the very beginning it was felt that the domestic arts and hand training were essential as a part of the education of the blind and from time to time there has been added to the course of study of this institution trades and practical home-making tasks, until we now have a school which is the equal, if not the superior, of any public school of the state along lines of Home Economics and Manual Arts.

The introduction of the typewriter ranks second only in importance to the invention of the alphabet and the advent of textbooks. The best typewriters operate entirely with the touch system and in this, as in other things requiring delicate and accurate touch, the blind are more skillful than the seeing. The typewriter is a practical medium by which the blind can express their thoughts on paper, and with the development of the Braille writing machines on lines of similar mechanism the blind are brought into practical touch with modern business methods. The use of these machines in our school has kept pace with their development and the use in the world about us. All pupils of the school from fourth grade up are trained to use the typewriter, and many of them become expert typist and dictaphone operators.

In 1885 the first formal graduating exercises were held. Prior to this time a certificate was granted to "any worthy pupil leaving the school, stating what he or she had accomplished." In 1891–1892 the school was graded and we now offer literary courses paralleling those of other public schools of the state from Kindergarten through the High School. Our graduates are admitted to higher institutions of

learning upon their certificates of graduation. In addition to the literary course a strong course is given to those having musical talent in pianoforte, pipe organ, voice culture and orchestral instruments, harmony and history of music.

In manual subjects courses are given in reed basketry, chair caning, weaving, broom making, hammock making, piano tuning and repair, and piano player action work. In home economics the girls are trained in sweeping, dusting, darning and mending, and are given a very practical course in sewing, cooking, serving and laundry work.

Of late years a course in physical training has been added, and the past year we have had a resident nurse and a regular attending physician. In short, we are now giving our pupils broad, thorough training along all lines—physical, musical, literary, manual and ethical, and aim to develop strength of body, strength of intellect and strength of character. We aim to make our students, as far as possible, self-respecting, self-supporting citizens, capable of giving real service to the life of their community and assisting in the upbuilding of public well-being. However, in the school proper is found not all the activities of the institution—our interests and endeavors reach out to all the blind of the state.

There is a field worker of the school who visits homes and finds children who need the school. He also visits and instructs adult blind, giving suggestions and encouragement. The school is the custodian of the State Library for the Blind. A trained librarian supplies the needs of blind readers with books carried free by the postal department of the federal government.

A summer school for adult blind, held during the summer vacation, offers to those who become blind after school age a training similar to that provided for the children, but planned to meet the needs of adults.

Under the direction of the Superintendent of the Wisconsin School for the Blind and the State Board of Control, the state provides special aid for higher education sufficient to overcome the extra expense caused by the handicap of blindness.

Finally, there is established at the Wisconsin School for the Blind, under the direction of the State Board of Control, a "Field Agency for the Adult Blind," whose duties and powers are broad. In general, however, the agency is established to visit and investigate the condition of the adult blind, to train and find employment for those capable of being employed, to instruct them and aid in any way that shall rehabilitate or ameliorate any adult blind of the state to the end that they may become efficient, responsible and happy members of society. In all these ways the school is performing its services.

PAST BIENNIAL

During the past biennial marked progress has been made along the lines of real training for citizenship. As I have said in previous reports, education is a much larger process than training along lines of physical, intellectual and manual accomplishments. A man or woman without proper standards may be an educated rogue and a menace to society.

The one outstanding feature of the Wisconsin School for the Blind when I assumed the superintendency of same was the seeming impossibility of establishing among the personnel of the students correct judgments and high moral standards. More thought and devoted consistent effort has been given to the task of overcoming this difficulty than to any other of the problems of this institution.

During the past biennial the results of our efforts have become apparent, and notwithstanding the fact that throughout the country there is a common hue and cry on the seeming frivolity and lack of real ethical standards among the young, the pupils of the Wisconsin School for the Blind have shown a marked improvement along this line. We feel that they have shown progress, not only along literary, musical and manual lines, but also that the school is achieving creditable results in the development of proper methods of thinking, correct standards of judgment, as well as the moral stamina in all their contacts to live and act in accord with these standards. Pupils thus trained will make capable, reliable citizens who will always be uplifting influences in their respective communities. Such, we believe, constitutes real education and justifies the support so generously given by the state.

However, to attain and maintain proper results requires a strong, virile, active staff. Teachers must be well trained and experienced, with a sympathetic touch, interested in their work, and anxious to show results. To get and keep such teachers we must compete with the best paid city schools of the state. This we have not done for some time. I have therefore asked an increase in the appropriation for teachers' salaries in order that we may maintain the standards which we now have and continue to increase the efficiency of our work.

All that has been said in regard to teachers can be said with equal force in regard to matrons and supervisors, who have personal supervision over the children during their out-of-school life. These take the place of parents and in many respects have even a greater influence on the character and lives of the children than do the teachers themselves. Moreover, as the children are with us for twenty-four hours each day for more than nine months of the year, and because of the fact that we form a little community of our own, the personal of every employee of the institution must be of a high order and carefully selected and supervised. People of this character can command the best wage in the kind of work in which they are employed and the state must meet this competition if it is to surround our children with the proper influence and proper environment.

This is a *school*, whose function it is to make strong, independent, self-respecting, self-supporting citizens, and while waste and extravagance should not be tolerated, sufficient expenditures must be made to get the best results. Frequently what may seem a large expenditure is economy because, it brings results, while a less expenditure would be waste, as there would be nothing to show for the small amount spent.

HEALTH

One of the greatest factors in educational life is the health of the children educated. During the past biennial we have made considerable progress along this line. For the past year the Board of Control allowed us a trained nurse for full time and provided a practicing physician, giving half time to the School for the Blind and half to the School for the Deal. The latter arrangement was not satisfactory to either school, however, and a change has been made. By the employment of the Munn-Farnsworth Clinic, with specialists for each line of work, we hope to be able to accomplish considerable along lines of preventing disease and helping the defects of the children we have at the school. There is still much to be done along the line of caring for the teeth. We need a dentist for regular visitations and a small equipment for performing ordinary dental work at the school.

Recently the Board has employed a supervising dietician who is helping us provide and prepare proper food for the children and remedial food for those undernourished and needing physical upbuilding.

Perhaps the greatest agency for health as well as for education is physical exercise and outdoor play. More and more educators are realizing the fact that one of the greatest factors in developing character and genuine efficiency, as well as health, is that of play. Great as is this factor in the education of seeing children, its importance in the education of the blind is even more marked. The natural tendency of the blind at all times is sedentary. It is a great deal more difficult for the blind to move about and express themselves freely in physical action than it is for the seeing. Yet freedom of movement and spontaneity of expression is the greatest asset which can be given to any human being. These come naturally through play. It is therefore necessary that every available apparatus should be provided for securing real natural play for our blind pupils, and I have requested that money be appropriated for more play apparatus for our school grounds.

PHYSICAL PLANT

The physical plant of the Wisconsin School for the Blind is in very good condition. We have demonstrated beyond doubt the economy in repairing the plant when repairs are necessary. This institution, although one of the oldest, has cost a very small amount for repairs and painting the last decade, largely because we provided the proper care when cost was low. During this period of excessive prices we have been able to hold our repair bills down to the minimum. There are, however, several things which should be taken care of.

A sun porch should be built on the south side of the main building to provide a pleasant and health-building room for the pupils of the school. We need a small hospital to take care of cases when few are sick at a time and where the nurse will have proper facilities for doing the necessary things which should be done daily without the waste of energy necessary under the present conditions.

We also need a Domestic Science building for teaching home life and home care to the older pupils of our school. This is necessary to complete the course in Home Economics and to turn our girls out properly fitted for life at home. We believe the hospital and the Home Economics building could be combined in one, and urgently request that an appropriation be made for this building.

The hog barn, or shed, is in bad condition and a new one should be built. We also should have a cheap shed large enough to hold farm machinery, as we believe this would be economy in the care of machines which are necessary to the farm and for which we have inadequate covered space. The calf barn, one unit of which was built, should be extended and a similar unit added.

There should be a new chicken coop built on modern, scientific plans to provide a place for the profitable keeping of poultry. At present the poultry farming is not profitable. We also need a new corn crib. These have been requested in the budget recommendation as outlined by the superintendent.

FARM

The farm is in excellent condition and the herd of cattle one of the best in the Cow Testing Association of the county and shows a high production and good profit. All the cattle are registered and the results obtained speak for themselves.

The outstanding feature of farm work is the recent employment by the Board of Control of a farm supervisor for all State Institutions. Already the helpful suggestions on farm management and tactful handling of farm help has shown splendid results. Our farm is now run on scientific, business principles which cannot fail to be of vast benefit to the state.

SUMMER SCHOOL

The summer school during the past biennial has shown the usual progress and results. As I have said in previous reports, the summer school gets more results for the money expended than any other line of work connected with this institution. Here are gathered for eight weeks during the summer vacation men and women who have become blind too late for attending regular school and ordinarily would be deprived of most educational privileges. We give them hope and confidence, and teach them to read and write embossed type and to use the typewriter. We also train their fingers in basketry, weaving, caning and broom making, while we give to the women, in addition to such trades as they desire, sewing, knitting, tatting, cooking and general house training. They come here largely despondent and hopeless; they go away happy, confident, rehabilitated and determined to be independent, helpful members of their community. The closing days of the summer school are always full of genuine pleasure and satisfaction, both for students, teachers and officers. Such results tell their own story.

STATE AGENCY FOR ADULT BLIND

A new department was added to the work of the Wisconsin School for the Blind at the last session of the legislature. The bill became a law early in June, 1923, but it was not until March 1, 1924, that we were able to have any organization. The material of the old Bureau has been sorted and classified and a preliminary organization and plans made for putting the work on an intelligent and permanent basis. We are moving slowly, feeling our way, but from the present outlook splendid results will come from the organization of this agency.

A detailed report of the work accomplished for the first nine months will be at hand on January 1st for the use of the Board and the state authorities.

In closing this report I wish to thank the Board and state officers for their cordial and helpful cooperation and support.

Respectfully submitted,

J. T. HOOPER, *Superintendent.*

GRADUATES DURING THE PAST TWO YEARS

1923

Edwin Andrews.....Plymouth
Lloyd Cole.....Kenosha
Halbert Gittings.....Union Grove
Gladys Mattice.....Fairchild
Helen Patterson.....Bloomington

1924

Agnes S. Bercker.....Milwaukee
H. Alton Davis.....Oshkosh
Donald J. Tufts.....Withee
Lyle J. F. Watson.....Fond du Lac

TABLE I—SHOWING MOVEMENT OF POPULATION AT THE WISCONSIN SCHOOL FOR THE BLIND FOR THE BIENNIAL PERIOD ENDING JUNE 30, 1924

	Year ending June 30, 1923	Year ending June 30, 1924
Number present at the beginning of each fiscal year	...	...
Returned from homes and leave of absence	107	101
Original admissions during the year	23	15
Totals	130	116
Graduated	5	4
Left school during year	6	4
Dropped for various reasons	5	1
Out on visit home	114	107
Totals	130	116
Average daily number of pupils	118	110

TABLE II—SHOWING ENROLLMENT OF PUPILS FOR THE PAST TEN YEARS

For the school years	Males	Females	Total
1914–1915	78	56	134
1915–1916	75	65	140
1916–1917	86	64	150
1917–1918	74	63	137
1918–1919	70	46	116
1919–1920	64	49	113
1020–1021	67	44	111
1921–1922	70	52	122
1922–1923	73	57	130
1923–1924	65	51	116
Summer School:			
1917–1918	14		14
1918–1919	16		16
1919–1920	31		31
1920–1921	50		50
1921–1922	42	19	61
1922–1023	31	18	49
1923–1924	43	28	71

TABLE III—SHOWING DISTRIBUTION BY COUNTIES OF RESIDENCE OF ALL THOSE WHO ATTENDED THE WISCONSIN SCHOOL FOR THE BLIND AT ANY TIME DURING THE BIENNIAL PERIOD ENDING JUNE 30, 1924

Barron	2	Lincoln	4
Bayfield	1	Manitowoc	3
Brown	11	Marathon	3
Burnett		Marinette	6
Chippewa	3	Milwaukee	11
Clark	4	Monroe	6
Columbia	1	Oconto	3
Crawford	1	Oneida	2
Dane	4	Outagamie	1
Dodge	2	Pepin	
Door		Polk	1
Douglas	1	Portage	3
Dunn	2	Racine	5
Eau Claire	7	Rock	10
Fond du Lac	3	Rusk	2
Forest	1	Sauk	2
Grant	2	Sawyer	1
Green	1	Shawano	6
Green Lake	1	Sheboygan	2
Iowa		Vernon	1
Jackson	3	Vilas	1
Jefferson	2	Walworth	1
Juneau	1	Washington	
Kenosha	2	Waukesha	3
Kewaunee		Waupaca	
Lafayette		Waushara	1
La Crosse	1	Winnebago	4
Langlade	1	Wood	5

FINANCIAL STATEMENTS

		1922–23		1923–24	
	Operation:				
July 1	Balance in hands of steward	$392.35		$392.35	
	Balance of 1920–21 appropriation	1,227.05			
	Balance of 1921–22 appropriation	11,617.64			
	Balance of 1922–23 appropriation			9,681.06	
	Appropriations 20.17 (6) (a)	95,328.96		93,441.95	
June 30	Refund credits	112.68		351.33	
	Transferred to aid to blind (Chap. 8, 1923)		$1,500.00		
	Disbursements		93,141.15		$89,886.52
	Balance in hands of steward		392.35		392.35
	Reverted to general fund		3,964.12		2,550.23
	Balance of 1922–23 appropriation		9,681.06		
	Balance of 1923–24 appropriation				11,037.59
		$108,678.68	$108,678.68	$103,866.69	$103,866.69
	Repair and Maintenance:				
July 1	Balance	$1,488.94		$325.86	
	Appropriations	7,000.00		6,850.00	
June 30	Refunds			60.50	
	Disbursements		8,163.08		4,358.19
	Balance		325.86		2,878.17
		$8,488.94	$8,488.94	$7,236.36	$7,236.36
	Permanent Property and Improvements:				
July 1	Balance	$1,149.24		$1,101.30	
	Appropriations	4,100.00		3,550.00	
June 30	Disbursements		$4,147.94		$1,654.42
	Balance		1,101.30		2,996.88
		$5,249.24	$5,249.24	$4,651.30	$4,651.30
	Summer School:				
July 1	Balance	$2,292.65		$1,583.32	
	Appropriations	3,000.00		3,500.00	
June 30	Refunds	4.42			
	Disbursements		$3,713.75		$2,717.29
	Balance		1,583.32		2,366.03
		$5,297.07	$5,297.07	$5,083.32	$5,083.32
	Aid to Blind Students:				
July 1	Balance	$100.70		$861.26	
	Appropriation	2,000.00		3,000.00	
Mar. 14	Transferred from operation	1,500.00			
June 30	Disbursements		$2,737.78		$2,134.58
	Reverted to general fund		1.66		711.28
	Balance of 1922–23 appropriation		861.26		
	Balance of 1923–24 appropriation				1,015.40
		$3,600.70	$3,600.70	$3,861.26	$3,861.26
	Live Stock Revolving:				
July 1	Balance	$1,890.91		$2,990.14	
June 30	Receipts	1,159.23		351.05	
	Disbursements		$60.00		$1,070.00
	Balance		2,990.14		2,271.19
		$3,050.14	$3,050.14	$3,341.19	$3,341.19

FINANCIAL STATEMENTS—Continued

Special Capital	Balances	Appropriations and refunds	Disbursements	Balances
Root cellar	$2,000 00			$2,000 00
Remodeling greenhouse	2,500 00			2,500 00
Engine room floor	500.00			500 00
Automobile		$1,000 00	$894 50	105 50
Fire loss		60.50	60.50	
	$5,000 00	$1,060 50	$955 00	$5,105 50

	1922-23		1923-24	
Field Agency for Care of Adult Blind:				
July 1 Appropriation			$15,000.00	
June 30 Disbursements				$3,023 23
Balance				11,976 77
			$15,000 00	$15,000 00